The AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

Issued by The Gregg Publishing Company, 631 South Wabash Ave., Chicago, Ill.

BOSTON OFFICE: 80 Boylston St., Boston, Mass.
NEW YORK OFFICE: - 285 Fifth Ave., New York City
SAN FRANCISCO OFFICE: - Phelan Bldg., San Francisco, Calif.
EUROPEAN OFFICE: - 7 Garrick St., London, W. C. 2. Eng.
AUSTRALIAN OFFICE: - - Bridge Street, Albion, Brisbane; Philip C. Baines, Agent
NEW ZEALAND OFFICE: Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

Subscription rates: One Dollar, the year; Ten Cents, the copy.

Copyright, 1922, by The Gregg Publishing Company.

Vol. II MARCH, 1922 No. 7

Dictation

By James E. Fuller, Wilmington, Delaware

THE members of the advanced class had taken their seats in preparation for dictation practice. The teacher sauntered in with a book in his hand, placed himself comfortably in a large chair, and began to read aloud to the class. The pupils "humped" themselves over the tables in varying degrees of ungainliness and attempted to take the dictation, which proved to be a chapter from a popular novel that the teacher wanted to finish. He read in a sing-song tone, his speed apparently regulated by the fluctuating intensity of the interest aroused by the story. When the speed increased, the students either bent lower over the tables in their effort to "get" it all, or quit in disgust. But the teacher, absorbed in the narrative, did not notice. As the reading progressed he also bent his back as he reclined, rather than sat, in the chair. When his interest flagged and he stopped to yawn, the more industrious writers gained a lap. When the chapter was finished he gave them a few platitudes on the subject of speed practice, told them to read what they had written, and dismissed the class. The exercise had been largely a waste of time and energy.

Poor Class Work Often Teacher's Fault

You don't believe the story? Well, all of those things really happened just about that way, but not all happened on the same day or in the same school. It is true, too, that a great deal of the dictation in our shorthand schools to-day resembles, in one way or another, that described above. The trouble with that dictation was that the matter was unsuitable; that it was dictated without regard to the

speed at which the students could write, and that, in his manner of conducting the exercise, the teacher considered his own convenience rather than the needs of the students. Much of the inferior work done in dictation classes is, of course, the fault of the students, but much should be laid to the charge of the teacher.

Why is it that at the end of the period one dictation class will be interested, alert, enthusiastic, encouraged, while another will seem bored, sleepy, disgusted, discouraged? Why is it that different teachers handling the same class will sometimes produce these opposite results? These are important questions to the inexperienced teacher, and, for that matter, to *any* teacher who has not given the subject serious thought.

The Right "Matter"

One reason, perhaps the most common one, why dictation does not produce satisfactory results, is that the matter dictated is not of the right kind. The right kind of dictation matter is that which the student understands; that is, matter involving the use of only such principles and abbreviations as the student has mastered—not those he is *supposed to know*, but those he actually *knows*. Learners, almost without exception, greatly overrate the importance and value of dictation (especially in the early part of the course), and in this they are sometimes misled by their teachers. A moment's reflection should make clear to anyone the fact that dictation can serve but two purposes in any plan of teaching. One is to give practice in writing detached words, sentences, or other exercises with which the student is already familiar, the object being to increase speed; and the other is to test the learner's knowledge or mastery of a principle by requiring him to write at dictation new matter embodying that principle.

Study and Explanation Needed

Dictation, pure and simple, *teaches nothing*. It can not take the place of study on the part of the student, or of explanation and elucidation on the part of the teacher. Suppose, for instance, a pupil does not know how to write the word *insubordination*. It will do no good to *dictate* the word to him; what he needs is either a review of the principles governing the word, which is *study*, or an explanation by the teacher, which is *teaching*. Misapplying the old proverb, "Practice makes perfect"—which, by the way, is only half true—many a teacher has persistently given students dictation which they were unprepared to write correctly, with the result that the students were forced into the use of outlines which were radically wrong in principle but which, by repetition, they eventually memorized and were able to read. Instead of teaching the pupils anything of real value, the dictation forced them to improvise outlines they ought never to have used. Their "practice" did little more than to "make perfect" their ability to write incorrect shorthand. It is *correct* practice that makes perfect.

Adapting Dictation to Progress of Students

The right kind of matter, then, depends upon the advancement of the learner; it is ever regulated by what the learner knows. As soon as he knows the first lesson the exercises included therein become appropriate for dictation, and this dictation ought to be given to him

at the earliest practicable time. Matter exactly similar in principle, but composed of different words, may then be used for dictated tests, but not for repetition until an examination of the notes shows the learner to be letter-perfect therein.

Even when the student has completed the study of the principles, unfamiliar miscellaneous matter should not be dictated, except to a limited extent, until he is able to write accurately and without apparent hesitation almost anything the teacher chooses to select. Matter that is so difficult or unfamiliar to the student as to keep him aware only of his ignorance and his limitations will only discourage him. He can practice to better advantage in other ways.

Until the student's mastery of the system has become practically perfect, each dictation drill should be followed by a careful study of the notes for the purpose of weeding out errors and improving faulty penmanship.

There is a kind of expository dictation that may be used to great advantage while students are studying the principles of the system. During this sort of practice the teacher keeps up a running fire of comment, interspersing the drill with frequent explanations and blackboard illustrations, the main object being to round out the student's knowledge of the principles on the theoretical side.

Gauging the Speed

Even though a class is properly prepared to take dictation on a suitable exercise, the drill will not be successful if the speed is wrong. Dictation given too rapidly discourages the students and spoils their notes; given too slowly it loses its value as a speed drill and very likely becomes so dull it almost puts the students to sleep. As dictation is usually given to groups or classes, it is very important that they be carefully graded as to speed. Of course, it is impossible even then to regulate the speed of the dictation to suit each individual member of the class, but there may and should be a definite average rate at which all are expected to write and at which the greater part of the dictation to that class should be given.

Another good plan is to take turn about with the members of the class, accommodating the rate of speed exactly to the limit of one student at a time, in this way stirring up a little rivalry, and yet, because of the careful grading of the group as a whole, getting neither very far above the limit of the lowest nor much below the speed of the fastest member.

Interest Paramount

Above all things, the pupils must be *interested* in their work, and they are not likely to be interested if the teacher is not. Let a teacher dictate in a monotonous, bored, or sleepy fashion—even though pronouncing the words correctly and maintaining the average rate of speed desired—and the pupils will do poor work. Henry Ward Beecher said that whenever a congregation goes to sleep during the preaching somebody should be sent to wake up the preacher. So it often is with a sleepy dictation class; their apathy is but the reflection of the teacher's indifference.

Of course, the exercises become monotonous to the teacher after many repetitions, but he should find enough of interest in watching the development and noting the needs of his new class to keep him wide awake and alert. As the good dictator must watch his class, noting from time to time the work of each member, he can have but little use for a chair during the

period. Undoubtedly the best dictation is given by teachers who make it a practice to stand during the period.

Read Intelligently

The dictator must be well enough educated to enable him to grasp the meaning of what he reads, so that he may, by intonation, inflection, emphasis, and grouping of the words, convey the sense to his class. Some school managers have the idea that anyone can dictate to speed classes, and so it often happens that their pupils are handicapped by mispronunciations and other crudities of method in those who direct their drills. While the dictator should read with expression, putting that quality into his voice that makes it reveal his interest in his work and in the matter he reads, he should avoid the fault of straining after mere elocutionary or oratorical effect. Of course, the ideal dictator has a good voice, enunciates distinctly, and makes himself heard without shouting.

Group the Words Naturally

A common fault of the thoughtless, uninterested, or time-serving dictator, especially when dictating at a low rate of speed, is the failure to group the words naturally, or a failure to group them at all. Words should not flow from a dictator's lips with the uniform speed of one who counts time for music—something like this: "Every—child—should—be—trained—to—dexterity," etc. Words should fall naturally into groups, not too long for the pupil to "carry" mentally—groups so divided as to bring out the sense, pauses between groups being measured by the requirements of speed; thus: "Mr. President, it is natural to man—to indulge in the illusions of hope.—We are apt to shut our eyes—against a painful truth,"—etc. But one who has visited many dictation rooms has frequently heard such meaningless and unnatural grouping as this: "Copper is still—worth only about—half as much as in—the brief but splendid—boom of four—years ago." Such dictation prevents speedy writing, because the pupil can not grasp the sense easily. When the grouping is right, even at the lower rates of speed, the words to each group should be uttered rapidly to accustom the writer to that style of delivery. The number of words in each group should be increased as the student advances to higher rates of speed, so that his carrying capacity may be developed.

Home Dictation and the Phonograph

Some few students are benefited by receiving dictation at home from some member of the family, but the best results are not secured in such work unless the work so done is outlined by the teacher, and not even then unless the dictater possesses the rare combination of sympathy and insight which enables him to avoid the faults enumerated above.

When intelligently used, the phonograph is satisfactory for repetition drills. It is an aid to a good teacher and a good student, but its limitations are many.—From the *Phonographic Magazine.*

✣ ✣ ✣

HAVE you reported your entry for the Normal School Directory to be given in our May issue? If not, please let us know at once the dates of the session, the kind of courses offered and whether elementary or advanced, and the Director's name.

SCHOOL NEWS AND PERSONAL NOTES

Found in the Editor's Mail

LAWRENCE DeSwarte, Flora Junz and Mildred Baccus are new commercial teachers in the High School at Hammond, Indiana. ▲ Mrs. Mable K. Burgy has gone from Des Moines to teach at the Kansas State Normal School, Emporia, Kansas, and Viola M. Spencer, who had been teaching at that school has changed to the State Teachers' College at Cedar Falls, Iowa. ▲ E. W. Swank is now at Haskell Institute, Lawrence, Kansas, after several years with William Jewell College, Liberty, Missouri. ▲ Irene V. Howard has changed from Winooski, Vermont, High School to the High School at Milford, Connecticut.

▲ ▲ ▲

A. H. Glameyer is now associated with the Austin High School, Chicago. Mr. Glameyer comes from the High School of Commerce, Omaha.

▲ ▲ ▲

Parents and near parents accepted the invitation of the Parent-Teachers' Association of the Sacramento High School and filled the large auditorium at the first Business Show conducted by the Commercial Department, January 19.

Mr. John Dale, principal of the high school; Mr. Edward Goldberg, head of the department of commerce; Mr. A. H. Burd, principal of the part-time school; Mr. Frank Tade, principal of the evening high school; Mr. F. J. Pribble, Mr. A. N. Shadwick, Miss Ebert, and other of the instructors, gave a cordial welcome to the visitors and interesting talks on, and exhibits of, the work in shorthand, typewriting, and office appliances. The demonstrations given by the September students in shorthand and typewriting were worthy of the highest commendation and showed the fine instruction and training they had received.

Sacramento has reason to be proud of its business training courses and many of the future positions in that city will be filled by the competent, enthusiastic young men and women now in training under Principal Dale and his associates.

▲ ▲ ▲

Cedar Rapids Business College has lost one of its teachers to Lincoln Business College. Mr. Rodney P. Wing is in charge of the Theory of Accounts department of the Nebraska college this season.

▲ ▲ ▲

Commercial work at Western Illinois State Teachers' College, Macomb, Illinois, is now in charge of Mr. D. C. Beighey.

▲ ▲ ▲

Mr. Ralph B. Young is in charge of the commercial department of Deering High School, Portland, Maine this year. He was previously for several years head of that department of the Concord High School.

▲ ▲ ▲

N. T. Woodward is head of the commercial department at Chisholm High School, Chisholm, Minnesota. He was for a number of years commercial teacher and supervisor of penmanship at Gilbert. (*Continued on page 254*)

Suggestions on How to Study Efficiently

A Resumé of an Article in *The American School* for April-May, 1921

By Frederick E. Bolton

MANY teachers realize that the reason some students are inefficient in study is because they do not know how to study. It is hoped that the suggestions in this article may prove helpful.

The first requirement is a definite daily and weekly program to be adhered to scrupulously. Ideally, the best time to prepare the next assignment is immediately after the day's discussion. Although this arrangement is not often especially feasible, it is never practical to postpone the preparation until just before the recitation.

In close relation to this first demand is the second—adequate time in which to study. While no absolute amount can be indicated, because assignments vary and abilities differ, yet it is safe to say that most students take only half or two-thirds time to master their assignments properly.

Self-interest is another important requirement, for in order to make study accurate, broad, and lasting, there must be a feeling of worthwhileness on the part of the learner.

Concentration of attention is absolutely necessary to secure efficiency in study. In order to give undivided attention, it is desirable to have suitable conditions under which to work. There should be a proper desk, appropriate light, a quiet, sufficiently heated and ventilated room.

At the outset in the preparation of a lesson, analyze the problem in order to determine the real things to be accomplished, the point of view, the order of importance of the things to be learned, and the method of learning required. A spelling lesson or the multiplication table needs to be learned in a mechanical order, and drill is the secret of success. The same may be said concerning many assignments in shorthand.

The custom of taking voluminous notes is based upon an ancient tradition rather than scientific principles of study. Of course, there are some kinds of notes that have a very high value. Laboratory notes on experiments and a resumé of a lecture or reading topic are necessary as well as desirable. Students should also early learn the habit of making a card catalog of books, articles, and references that bear upon their studies or upon things that are of special interest to them. The cards have a manifest advantage over the notebook, because they can be sorted and rearranged as necessary.

There is absolutely no justification of the traditional lecture in elementary courses for the purpose of information. There are no high school or college courses for which information is not systematically and accurately arranged in some good textbook on the subject. On the other hand, the informal talk "pointing the way" is often necessary and always stimulating.

It is indeed unfortunate that so much of study is a matter of prescription. The student's intensity of effort, tenacity of purpose, candor and honesty with himself, his devotion are far better indexes of progress than any teacher's grade book.

How Do These Points Strike You?

1. The school ought to develop individuality rather than conformity. How pleased we are when our children learn to conform! Yet the whole hope of amounting to anything is based on their non-conforming power.

2. The school should develop optimism. This is the best American characteristic, the blithe courage to tackle anything, the specializing in the impossible.

3. The school ought to teach how to play. Nine-tenths of all a boy or girl learns comes by play.

4. The school should encourage many-sidedness. There is a Democracy also in ideas. In a land of specialists the all-around man is king.

5. The school should develop business shrewdness. We are a nation of business men. It is the era of business. The mind that despises it belongs to another century. No poet or painter is degraded by having business sense.

6. The school should teach self-government. Every high school graduate ought to be an expert politician. Democracy is politics. A nation that despises politics is fit only to be bossed by a kaiser. Self-government is more important than arithmetic.

7. The school should develop the spiritualities. Because spirituality (not Church, creed, organization, formula, fanaticism) is the only hope of the world.

They formed the core of a speech a while back by F. D. Slutz, who is putting them into practice in a converted greenhouse at Moraine Park, Dayton, Ohio. (You've probably heard of Slutz' unique school.) Doctor Frank Crane summed up these points on reading Slutz' speech and dubbed each one a "dum-dum," "bristling with brains and radiating suggestiveness." "The speech is so good," he concluded, "that I shall steal it. And a greater compliment I cannot pay."

REPORTS OF CONVENTIONS

Of Commercial Teachers' Associations

Oregon

Report by Nellie M. Wade

Dean of Girls, Portland High School of Commerce

THE twenty-second annual session of the Oregon State Teachers' Association met in Portland, Oregon, December 27-29. The Division of Commerce had the largest attendance of any section and an inspirational program was presented by the chairman, D. Morris John, Eugene High School, and the secretary, Miss Kathleen Meloy, High School, Pendleton.

Among the live subjects discussed were the following:

Ideal High School Commerce Courses to Prepare Students for University Entrance.—*Dean E. C. Robbins*, University of Oregon

General Discussion on Proposed Changes in Commercial Courses

Relation of the High School Commercial Department to Local Commercial Bodies.—*Mr. Quayle*, secretary, Oregon State Chamber of Commerce

Commercial Education in South America.—*Dr. U. G. Dubach*, Oregon Agricultural College

The Well-Balanced Commercial Course for Secondary Schools.—*Professor H. T. Vance*, Oregon Agricultural College

Rhythm Typewriting Drill Demonstration.

The conclusions reached by this group of commercial teachers were that there is need of a more thorough course in interpretative subjects, while still keeping pressure on purely technical ones, and that they must look carefully into texts on law, political economy, commercial geography, business administration, and history.

Everyone felt that the commercial high schools must offer enough science, mathematics, and languages to place them on a par with regular high schools as to requirements for university entrance. All spoke of the great swing toward commercial work in all of the high schools of the state.

One great need seems to be a course planned so that each year's work arrives definitely at some point of value to the student who has to leave

▲ ▲ ▲

Southern California

Report by Frances Effinger-Raymond

NINE counties and nine city school districts of Southern California held teachers' institutes in their home neighborhoods on December 19 and 20. On the three succeeding days, December 21, 22, and 23, all these counties and cities combined to meet in Los Angeles for the twenty-eighth annual session of the Southern Section of the California Teachers' Association. The membership of this Section runs up to eight thousand. By pooling finances and coördinating the individual programs, it is possible to get a number of big men from all parts the country to give their messages to all districts alike. Thus every meeting is assured vitality. In addition to the general assemblies, the section meetings take care of the special problems.

The commercial teachers of Los Angeles met Monday afternoon with Dr. Cloyd H. Marvin, of the University of California, Southern Branch, as chairman. Mr. H. H. Smock, cashier of the Security Trust and Savings Bank, gave a banker's ideas on what the high school might teach about banking. Aside from the fundamentals, he feels that economics and the

elements of business organization are of great importance and should be taught in preparation for a business career. Professor Harold J. Stonier, of the University of Southern California, based his discussion of the fundamentals of commercial training upon the objectives of such training, service, and personal efficiency. The attendance was large and the audience was an appreciative one.

On Tuesday, at the beautiful endowed Chaffey Union High School, in the midst of threatened floods and an unmitigated downpour of rain, a cheerful group of the commercial teachers of San Bernardino County met for a fine snappy program. Mr. F. M. Watenpaugh, of Chaffey High, presided, aided by Miss Ruth Johnson, of San Bernardino High, as secretary. Miss Virginia Ashby, head of commerce courses at the Redlands High, discussed Office Practice Work, a feature of commercial work in which she is especially strong. Mr. R. V. Watenpaugh explained in detail the plan of the Course in Elements of Business that he and his father are developing at the Chaffey High. Mr. R. M. Westover, vice-principal of San Bernardino High, under the topic, "Ultra Class Activities," made a strong plea for an enriched course of study in the commercial department, more economics, a good course in business organization, something to give deeper, more significant thought content than was now being done.

The officers for next year are:

Chairman: Maude Rich, Colton High School
Secretary: Gladys Andrews, Redlands High School

At a luncheon held through Dr. Marvin's invitation at the University of California, Southern Branch, some two hundred commercial teachers met on Thursday. Mr. A. E. Bullock, head of commerce of the Franklin High School, Los Angeles, as president of this section, acted as chairman. This annual luncheon is proving to be a delightful get-together affair and it takes a good deal of urging on the part of the president to break up the social group into a silent, listening audience.

The afternoon program began with demonstrations of modern office equipment at a miniature business show, of great interest and profit to all the visitors. Dr. Charles A. Prosser, of the Dunwoody Industrial Institute of Minneapolis, one of the popular speakers of the week, gave the address of the afternoon and managed to stir up a little healthy discussion. The business meeting closed the sessions.

The following officers for the ensuing year were elected:

President: Mr. Ralph E. Oliver, Head of Commerce, Long Beach High

Vice-President: Miss Margaret E. Keefe, Manual Arts High, Los Angeles

Secretary: Miss Jessie Wyant, Long Beach High

Treasurer: Mr. Charles Benson, Head of Commerce, Los Angeles City High

Ex-Officio: Mr. A. E. Bullock (retiring president) Franklin High, Los Angeles

Among the out-of-state speakers were: Dr. M. L. Burton, President of Michigan University; Miss Eleanor Colby, Dowagiac, Michigan; Dr. Raymond Franzen, Des Moines, Iowa; Miss Margaret Haliburton, Waco, Texas; Dr. Walter A. Jessup, President, Iowa State University; Dr. Charles H. Judd, Chicago University; Dr. Charles A. Prosser, Director, Dunwoody Industrial Institute, Minneapolis; Dr. E. O. Sisson, Reed College, Portland, Oregon; Dr. Payson Smith, Commissioner of Schools, Boston.

National Vocational Society

Kansas City, January 5-7, 1922

Report by C. I. Brown

THE program of the National Vocational Society's convention at Kansas City in January provided for eight sectional meetings in addition to the general meetings and round table conferences—programs devoted to agricultural education, commercial education, industrial education, homemaking, part-time education, teacher training, training in industry, and industrial rehabilitation.

The Commercial Section met in the Music Room of the Muehlebach Hotel Thursday and Friday. The attendance was not large at any time, but the meetings were all very interesting and instructive.

All the lectures and papers on Thursday pertained to Retail Education in the stores, and for the most part dealt with retail selling.

The first was by Miss Helen Haynes, instructor in salesmanship at Charles Emmerick Manual Training High School, Indianapolis, the next paper by Flora Taylor Young, educational director at Mandel Brothers, Chicago.

Isabel Craig Bacon, special agent for the Federal Board for Vocational Education, then gave a talk. Her work is to interest stores in Retail Education, not merely for their young people behind the counter, but in every department of the store.

How to Secure Increased Efficiency from Effective Follow-up, was the subject of the talk that followed, by Miss Helen B. Wray, educational director for the John Taylor Dry Goods Company of Kansas City.

Friday morning E. W. Barnhart, Chief of the Commercial Service of the Federal Board for Vocational Education, gave a Job Analysis as Applied to Commercial Occupations and as the Basis for Business Training, and Mr. F. J. Kirker, head of the commercial department of the Junior College of Kansas City, told his ideas on Business Training in Evening Schools.

The sessions closed with a discussion of supervision and direction of commercial education and the proper organization and use of general business instruction material as distinguished from vocational material.

△ △ △

Coming Indiana Conference and Contest

THE second spring conference of Eastern District teachers will be held in Muncie in April, Mr. M. E. Studebaker writes us, and the first annual student contest is planned for April 21, in connection with this meeting. The date has been set this late in order to give the schools as long as possible to prepare. Full rules governing the contest have been prepared, and everything points to a successful event.

Mr. Studebaker it was who called the first spring conference last year (we did not mean to infer in our reference to the matter in reporting the state meeting in our January issue that Mr. Studebaker had been the originator of the state association, of which he is this year president —he asks us to correct any wrong impression our wording may have caused —but of the conference) and he is "fathering" the contest plans. He will be glad to send you particulars if you have not been notified about the contest.

Writer Mr. Studebaker in care of the Indiana State Normal at Muncie.

Training Stenographers

By Freda Dietzler

Whitewater, Wisconsin, State Normal School

As commercial teachers, our aim is not only to teach the young people in our charge the theory of shorthand and the technique of typewriting, but to impress upon their minds the use to be made of this knowledge after the completion of their course and what the business man expects of stenographers when they enter the business world.

One of the first and foremost things to consider is "Punctuality."

Insist on Punctuality

Insist upon punctuality in arriving at school, punctuality in attendance at classes, and punctuality in handing in their work. When we ask for an exercise in typewriting or a transcription in shorthand to be completed by the close of the day's session, we are doing the student a great injustice by accepting the work the following morning, for when they enter the business world, if the office force is expected to be there by 8:30 a. m., they do not arrive at 8:40 or 8:45 many times without being reprimanded by their employer; when he dictates letters they are supposed to be ready for his signature when he wants them, not to be transcribed at the pleasure of the stenographer, who is being paid for her time and is expected to make use of it as the employer dictates, not as she choses.

Another important thing to be considered is their training in English—no student can get too much English—emphasize this fact, and emphatically. Many think they can leave the eighth grade, go to business college for six months and become first-class stenographers. A few may be able to do this, but the majority stay at the minimum wage of twenty-two cents the hour or simply become copyists.

Emphasize Correct English

A man of education will not employ a person who writes letters that he is ashamed to put his signature to. Correct spelling, correct punctuation, correct arrangement of sentences, and neatness are the essentials of a good business letter, and only by proper training does the pupil acquire this knowledge.

An employer admires a stenographer who has some initiative—who can advance an idea occasionally. I do not mean by that that they are to take upon themselves the dictation or take part in a business conversation that may be going on in their presence, but if a question is asked of them, that they be able to reply in a good, sensible way which will show they are interested in the work they are doing and have thought of some of the problems that may come up. Then, too, often in haste an error is made in the dictation given. The idea dictated should never be changed but, if by chance the wrong form of verb or adverb is used, the stenographer should not hesitate to correct the error when transcribing the notes. The employer will approve of this rather than criticize.

Encourage the use of the dictionary; teach students to have for their slogan "When in doubt, use Webster's

Unabridged." There is no discredit in having to look up a word, the discredit comes in allowing a letter with a misspelled word to go from their office to another office to be criticized—they must remember their employer is too busy a man to correct his stenographer's errors, they must see to it that the work is correct before it is taken to him for his signature, or he soon sees to it that he finds someone who can do the work, and correctly. It is our business to insist upon the same class of work being done for us, correct in arrangement, neat, and as nearly grammatically perfect as is possible. Nothing but the *best* of work is to be encouraged, and if we insist upon it we will get it.

Watch Quality of Typewriting

We must also teach in our typewriting work that accuracy should be the goal of the beginner, not speed; that quality is more important than quantity; that it is not how much they do but *how well* it is done. It is a greater saving of time to write with less speed and make less errors than to write at a rapid speed with many errors and then have to go back and make corrections. It not only takes more time but detracts from the neatness of the letter, and if we teach the pupils to be accurate by the correct manipulation of the keyboard, speed will come without their knowing it.

Stress Appropriate Dress and Manner

There is also the matter of dress—it may be considered a minor one by many, although of the greatest importance in securing a position. The so-called "Fluffy Ruffle" stenographer may hold her position for a short time, but the average place of business does not pay the employees wages to take time from their work to manicure their nails, arrange and re-arrange their hair, or discuss their social affairs—neither do firms care to have them come to work in their party clothes. Do not take it from this that I think a stenographer is to wear nothing but severe clothes or to have no style about her—I really think an employer likes to see the young people in his office look well and wear pretty things; I have even heard them remark when one of the girls wore something exceptionally good looking, but they should wear only such things as are suitable for the position they hold, not for the ball room or a theater party. Many a young girl has lost a good position which she may have been capable of filling, just by the manner in which she was dressed when applying for the position. I heard one man remark after an interview with an applicant for a position, "I do not think she will do. I find this to be true, the bigger the biscuits they wear over their ears, the fewer the brains." And the girl was not considered. Business men do not want people around who attract attention, either by their loud manner of speech or by their conspicuous manner of dress.

We, as teachers, cannot be too particular about the training we give the young people in our charge, not only in the subjects we teach, but in their individual manners and their dress. If we are fitting them for their business in life let us give them the best training we can, for as we start them out in life, so they will continue. And their success is our success.

EDITORIAL COMMENT
On Sundry Topics

Business Education From the Business Man's Point of View

MR. George J. Winslow, assistant secretary of the Chamber of Commerce of Utica, New York, in speaking before the Central New York Commercial Teachers' Association, said:

> Time and again the assertion very properly has been made that the commercial education feature of our modern school system is one of the most important factors of such system, supplying our business world, as it does, with an indispensable plentitude of carefully trained and efficient help, and providing each year thousands of young men and women with the useful and practical equipment which enables them to start out in life with every prospect of success, trained in the ability to do the things that business men want done and in the way that they want them done.

This was in the nature of a compliment, but it is based on solid facts.

He then went on to say:

> The purpose and aim of all education is the development of power and efficiency. This is nowhere better illustrated than in the commercial departments of our schools where students are trained exclusively for certain definite lines of activity. When we consider the curricula as established in the training for business, we come to a better realization of the meaning of the word "education," which is the development of competency, or the capacity for doing things.
>
> It has occurred to me at times that possibly the purest source to go to from which to get information as to how a young man or a young woman should be trained in order to meet the requirements of business men, is the business man himself. Oftentimes he does not know because it is not his business to prepare young people, but to use them after they are prepared.

Mr. Winslow, in the last two sentences, has touched upon a question that must have sprung into the minds of many teachers who have listened to business men speak on the subject of commercial education. The average business man in talking on this subject has in mind his own business, and having in mind specific jobs, his view is oftentimes apt to be more or less narrow. Mr. Winslow is free from this criticism.

Taking business men as a class, it is obvious that a vast majority of them have had no organized business training themselves. They have come up through the school of experience. When they are asked what training the business school should give, they fall back immediately on the three R's.

The solution of what business men need in the way of trained employees is to be found by the teachers of commercial subjects themselves, who have had a wide and thoroughly organized business training, and who have the courage and the ambition to make a study of applied business principles as they have become effective in the most progressive concerns. This can be done in many ways: By utilizing part of their vacation time in actual work in business houses, or by visits to representative types of business houses, analysis of their activities and a sifting out of principles; by a study of the current magazines devoted to business, including books and magazines on economics, business organization and administration, the reading of such magazines as *Printers' Ink*, *System*, and others that are devoted to highly specialized fields, such as accounting, import and export trade, etc. The job of the commercial teacher is to

make research, to analyze, adapt, and apply.

So far as stenographic work is concerned, the schools perhaps are giving as nearly an ideal course as could be expected, with one exception, namely: in many schools the shorthand course is considered as a unit and an end in itself without relation to what the students' opportunity will be in the future.

We venture the assertion that this is a mistake. The avenue for promotion to a field of larger responsibility and greater opportunity is wider to the shorthand student than to almost any other business worker. To take advantage of it, he must have a broader conception of business as a whole. To make his line of advancement secure, that he may make use of whatever talents he possesses, it is necessary for him not only to understand the *organization* of business, but through greater knowledge to develop whatever power he has. How this problem is to be met is a subject for deep thought on the part of all teachers engaged in giving stenographic training.

✣ ✣ ✣

Teachers' Certificates

SINCE the last issue was published, the following applicants have been granted teachers' certificates:

Sister M. Hildegarde, Mt. Angel, Oregon
Dorothy Hooks, Dallas, Tex.
Bertha M. Lonergan, Washington, D. C.
Ruth F. Murphy, Lowell, Mass.
Teresa A. Regan, Cambridge, Mass.
Nicholas Schille, Peru, Ill.
Charles Schoffstall, Slatington, Pa.
Mary Sinnott, Roxbury, Mass.
Marian V. Trantum, Lewiston, Idaho
Mrs. Nellie Turner, Cleburne, Tex.
R. L. Turner, Dallas, Tex.
Albert Vanderlei, Cleburne, Tex.
Bessie Walker, Mitteneaugue, Mass.
Margaret A. McEvilly, University City, Missouri

School and Personal News

(*Continued from page 245*)

Mr. Webb Stump, who had charge of the commercial work at Denison, Iowa, High School before the war, has returned to his former position this year.

▲ ▲ ▲

Pittsburgh has secured to head its commercial departments Mr. H. G. Griffin, who was in charge of that work at the State Teachers' College at Maryville, Missouri, last year.

▲ ▲ ▲

The new accountancy teacher at Anthony Wayne Institute, Fort Wayne, Indiana, is Mr. Walter L. Cochran.

▲ ▲ ▲

Fred O. Signs, of Newton, Iowa, is with the United Business Institutes, this year, helping handle the commercial work for Des Moines University.

▲ ▲ ▲

The College of Commerce, Kenosha, Wisconsin, has secured as a member of its faculty, Mr. W. S. Seyler, an accountant from Baraboo, and formerly for some time with the Baraboo Business College.

▲ ▲ ▲

Mr. J. E. Bryant, formerly of Kentucky, is the new manager of Brown's Business College at Clinton, Iowa. The position was previously occupied by Mr. L. J. Strong.

Notes on Lessons in Gregg Shorthand—No. XVIII

By William Wheatcroft

Disjoined Suffixes (*Continued*)

THEORY

I.—The suffixes in this lesson may be divided into groups: The ITY group, the TIC group, the GRAPH group, and the LOGY group.

II.—Disjoined Suffixes.

r = RITY		with or without a preceding vowel
l = LITY		
s = CITY		
v = VITY		
n = NITY		
m = MITY		
st = STIC		with a preceding vowel
a large circle	= TIC	
a large loop	= TICAL	
n = NTIC		
a small circle	= EGRAPH = IGRAPH	placed *over* the last character
a small loop	= EGRAPHY IGRAPHY	
o = OGRAPH		
o (on its side)	= LOGY LOGICAL	with a preceding vowel
oe = LOGICALLY		
os = LOGIST		
on = LOGIAN		

III. Combination of Disjoined Prefixes and Suffixes.

Two or more disjoined prefixes or suffixes may be used to represent a word.

Notes on Lessons in Gregg Shorthand—No. XVIII

By William Wheatcroft

Disjoined Suffixes (*Continued*)

BLACKBOARD SKETCH

II

Suffix	Sign	Examples							
rity		rarity		minority		celebrity		verity	
lity		formality		mobility					
city		precocity		vivacity		duplicity		animity	
vity		cavity		inactivity		levity			
nity		solemnity		fraternity					
mity		equanimity							
stic		mystic		sarcastic					
tic, tical		fanatic		fanatical		fanatics		fanatical	
ntic		pedantic		pedantically					
egraph, igraph		telegraph		telegraphic		epigraph			
egraphy igraphy		telegraphy		tachygraphy					
ograph		orthograph		orthography		orthographic			
logy, logical		biology		biological					
logically		biologically							
logist		biologist							
logian		theologian							

III.

	materialistic		epigrammatic
	antagonistic		parasitical

Notes on Lessons in Gregg Shorthand—No. XVIII

By William Wheatcroft

Disjoined Suffixes (*Continued*)

OBSERVATIONS

II. "ITY" GROUP. Note that a vowel may precede the suffix; as, *verity, formality, precocity, cavity, impunity, proximity;* or may not precede; as, *celebrity;* and that two vowels may be read before the ending; as, *familiarity, priority, punctuality.* Only one medial vowel; therefore, *spontaneity, homogeneity,* do not take the suffix.

Ernity: Reverse circle is used for the *er*.

"TIC" GROUP.

Make a "drill" of the signs.

It should be noted that we may have two vowels preceding, as in Asiatic, atheistic, pancreatic, altruistic, ecclesiastical, Adriatic, idiotic, poetic, muriatic, chaotic; but even in these cases there is no need to insert a vowel in the outline preceding the disjoined particle, unless legibility demands it, as in *poetic, chaotic.*

In groups of outlines like those for *atheistic, atheistical, atheistically,* where the *stic* suffix is used for the first, the second has simply *l* joined to the *stic,* and the third is represented by *ally* loop added to the *stic.* This keeps the groups regular and facilitiates the writing of such words.

If a vowel does not precede the *tic,* then the full outline is written, as in *Arctic, septic, gastric, cryptic, ecliptic, dyspeptic,* or in a few words the principle of abbreviation may operate.

The loop for *tical* may be joined where easiness of outline allows, as in *analytical, chromatical; fanatical, hypercritical,* that is, generally speaking, after *r, l, n, m.*

Groups should be given to illustrate the writing of derivatives.

"GRAPH" GROUP.

The signs to form a "drill." Groups for derivatives.

Memory will be aided by forming a fraction with *egraph, igraph* as numerator, and *ingly* as denominator, thus indicating that the former is written *over* the stroke; the latter *under:*—

$$\frac{\textit{egraph, igraph}}{\textit{ingly}}$$

The joining of *ograph* and its derivatives is best illustrated by groups of words.

"LOGY" GROUP.

The signs to form a "drill," and groups of words to illustrate their application.

III. A succession of disjoined signs may be used in the representation of a word. These outlines want careful attention before being written, and students cannot be expected to build up such forms if the foundation is weak.

Review of Prefixes and Suffixes.—An excellent way of reviewing the prefixes and suffixes is to construct a table showing the value of each sign as a prefix, joined and disjoined; as a suffix, joined and disjoined. Here is a suggested ruling:—

Sign	Prefix		Suffix	
	Joined	Disjoined	Joined	Disjoined

Of course do not attempt to tabulate the whole series in one lesson. Take the circles, loops and hooks; then the alphabetic and blended signs, a few at a time

TEACHING ORDERS

Changes of Address of Commercial Teachers

UNDER this heading we run the names of teachers changing their location or address. It is for your information and that of your friends who desire to keep in touch with you and to know of your success. Kindly notify the editor of the changes you make, giving the name of the school you leave and the one you are going to, for listing.

TEACHER	FORMER SCHOOL	PRESENT SCHOOL
Emma Watson	High School, St. Joseph, Mich.	High School, Kalamazoo, Michigan
Ethel Roe Wells	High School, Urbana, Ill.	High School, Kankakee, Illinois
Rowena Wellman	Sumner, Iowa	Private School for Secretaries, Berkeley, California
Jeanette E. Whitson	Brown's Business College, Terre Haute, Indiana	Gregg School, Chicago, Illinois
Whitney Wilson	Carbondale, Illinois	High School, Fort Smith, Ark.
Emma M. Zimmerli	High School, Sheboygan, Wis.	High School, Sault Ste Marie, Mich
Mr. R. A. Courtright	Normal, Illinois	High School, Dallas, Texas
Charles A. Foster	New York City	Specialists' Business School, Minneapolis, Minnesota
Ellenota Hartley	Arcadia, Indiana	High School, Hillsboro, Indiana.
Ruth Craine	Canada Business College, Toronto	North High School, Des Maones, Iowa
Charles H. Oswald	Torrington Commercial School, Torrington, Conn.	High School of Commerce, Springfield Mass.
Hanry Maldaner	State Normal School, Whitesater, Wis. (Graduate)	Central High School, Xenia, Ohio.
R. G. Layher	High School, Lorain, Ohio	Wilkins High School of Commerce Detroit, Mich.
Chester B. Ross	South Berwick, Maine	High School, Concord, N. H.
Elizabeth Fleming		High School, McKeesport, Pa.
Mabel Greenwald	High School, Clarion, Iowa	Mankato Commercial College, Mankato, Minn.
Mary B. Sayles	High School, Salt Lake City, Utah	Washington High School, Milwaukee, Wis.
R. W. Ballentine	Capital City Commercial College, Madison, Wis.	Massey Business College, Birmingham, Ala.
Elsa Floehr	Defiance, Ohio	High School, Covington, Ohio

Which Way are You Headed?

EVERY teacher moves either forward or toward the Educational scrap heap. Last year the most progressive employers in forty-four states and three foreign countries asked us for 7,000 **PROGRESSIVE** teachers to fill positions from Kindergarten to State University. **OUR TENTH YEAR** of recommending **ONLY** when asked to do so by employers. This is why discriminating employers use **OUR SERVICE** when they need teachers. It is the only professional way.

No enrollment fee. Commission payable out of first and second months' salary. Ask for copy of **STEPPING UPWARD. IT'S FREE.**

THE WESTERN REFERENCE & BOND ASSOCIATION

321 Journal Building, Kansas City, Missouri

Relative Value of Business English
in the
Business College or High School Commercial Curriculum

By W. C. Stephens
Twin City Business College, St. Paul, Minn.

NUMEROUS discussions have taken place at our national conventions as to whether or not there is any difference between Business English and just ordinary, plain English grammar. I think we are all agreed that as we now interpret its meaning Business English incorporates within itself not only good English, but convincing English as well—the use of English in such a way as not only to interest and entertain, but to compel such action on the part of the reader as you would like to have him take.

The young woman of to-day who accepts a position as a stenographic employee is expected, first of all, to be able to place her correspondence on the manager's desk ready for signature regardless of the diction used by her employer.

Business Men Demand Correct Letters

A moderate speed in taking dictation or in the transcription will often be tolerated; but the busy business man who is unwilling to pay well for efficient service is unwilling to tolerate those who indicate, day after day, by their work, that the correspondence must be continually scrutinized. In other words, the employing public are to-day demanding secretarial ability on the part of stenographers, and those who do not possess that ability are the ones who must be content to fill the minor commercial positions.

The young men engaging in a business career should have a goal to which they aspire, and without a vivid imagination working in harmony with real ability, they are most likely to fall short of the top rung of the ladder. How often have we heard young men say, "I have been offered a position with my establishment, in which I am supposed to dictate the correspondence pertaining to my department; and, you know, as I have always disliked the study of English, I am like a ship without a rudder. What can you do for me in a week's time?"

Every young man who starts his career through the channels of a business office should be satisfied with nothing short of a branch-manager's or a manager's chair. To be qualified when the opportunity comes, and to make the greatest success, it is imperative that he be well-read and be the master of good Business English. Many times you have read such newspaper advertisements as, "A beginner will be acceptable if she can construct a good sentence," or "We want a stenographer who can write what I mean to say—not necessarily what I do say."

No English Machine on the Market

While we deplore poor spelling, a word misspelled once in a long time may be overlooked if the employer can depend absolutely on his correspondence coming to him correct from the viewpoint of good English, which naturally anticipates a

fair degree of accuracy in punctuation. The mechanical devices now in use often come to the rescue of the employee if he should be slightly slow in his figuring; one is very properly excused if he has forgotten some of the practical things he learned in Commercial Law and is obliged to use a reference book for such information as he may desire. This principle applies to practically all of the commercial subjects. But with English it is his daily companion in reading, in writing, in dictation, or in conference; and, while a half-baked young man, or woman, if you please, from the good-English viewpoint, may get along, may make money, and may be fairly successful, he or she is certainly handicapped in an endeavor to give the maximum amount of efficiency or to reach the highest possible mark in the business world.

Tests Prove Course Needed

I say emphatically, therefore, that the Business English should be given the most careful consideration and attention of any of the subjects in either the stenographic or the bookkeeping course. But, you say, what about those whom you excuse from this work or whose credits you accept? We excuse none—we accept no credits. But I hear some of you say, "Nonsense." Let me explain my plan, and then you may take it for what it is worth. I presume in our institution we have as large a percentage of high school graduates and teachers as do any of the other private schools. Naturally, many who matriculate say to us, "Of course, as I am a public school teacher (or a high school graduate) it will not be necessary for me to take your work in Business English. You will no doubt accept my credits." My comeback is, "No, possibly you will not need to take this work, but I suggest that you take a little practical test which I have here, free from definitions and technical matter. By your taking this, we shall be able to judge better as to your general knowledge of the practical points that will confront you when you get out into general office work." We never have any objections. The examinations are taken. In more than nine cases out of ten the student, after reviewing his examination paper, will say, "There are a good many little things I have forgotten"—they very seldom say "never knew," and I don't question that part of it—"so I think it would be wise for me to review the subject." In as many cases out of ten they do not pass the test and, of course, must take the work to get their credits.

Instructors Must be Efficient and Practical

To teach and to interest this class of students, most of whom have had acceptable courses in composition, rhetoric, and literature, but who have not specialized in the composition and punctuation of business letters, and who have in most cases forgotten many of the small but important points such as the use of a possessive case before verbal nouns; possessive case when one noun limits another noun; nominative case when used as attribute compliment; objective case after prepositions, especially when the object is compound; concord of subject and predicate; singular verb, noun or pronoun when the adjectives "every," "each," etc., occur before the subject; why they should say "the jury *disagreed* in *their* verdict, but *agreed* in *its* verdict;" why "the public *are* invited instead of *is* invited," and many more of those little perplexing points—

I say, to teach and interest this class of students, we must have efficient, practical instructors. If you are sure you have this kind, all right; if not, get them and make your English department the puller for your school.

This remark came to me recently—and I am sorry to say, concerning one of the private schools in my home town; "Why, I know more about English than the girl who has charge of the class, so why should I waste my time in taking that subject?" I believe this can be said of the English work more often than of any other department in the ordinary business school.

Academic Training Not Sufficient

I am sure you will agree with me that while the pupils of the seventh and eighth grades are as a rule well instructed in English grammar, their minds are too immature and their vocabularies too limited to grasp in their entirety as much of Business English in general as they should without some later special training; and while the knowledge gained by the high school students in rhetoric and literature is very valuable in the way of broadening one's general understanding, yet the students are not given the necessary technical training for a successful business career. They need a wider acquaintance with the ordinary business vernacular, with business forms, with business expressions and business phraseology in general.

The English in the high school is a test of the pupil's diction, and is based on general subject matter, together with its varied use in the commercial field, while English in the business college tends toward a more definite goal—that of clothing big thoughts in a few well-chosen words that bring the maximum results—that make the reader feel as you feel, see as you see, and act as you would like to have him act.

The "Live" Letter Works

Let me give a concrete illustration of two ways of expressing oneself. My friend, Murphy, state representative for a fraternal order, gets out tabulated semi-monthly reports to his local agents, containing the amount of insurance written by each one, the total for the state, then compares the results to those of his nearest competitor. He accompanies the report with a letter to his workers. A well-written letter might have been on this order:

Dear Workers:

Permit me to express to you my great appreciation of the wonderful results produced by you and your co-workers during the month of January. By your conscientious, painstaking systematic efforts, you have brought Minnesota to the favorable attention of the lodge world in humbling the great state of Texas. I urge you to continue this most excellent work, and am certain that we can again crown our great state with glory.

But he didn't write in that vein. This is what he actually said, all of which was placed on three lines at the bottom of his one-page report:

Hurrah! Duke's longhorns went down to defeat at last by Grand Old Minnesota. It was you who did it. Many thanks. With your determination, we'll do it again.

The following month when the Texas man won out, Murphy's letter read: "Yes, boys, we're second in the entire United States. Duke, with his big Lone Star State, beat us by less than $100,000.00. Let's come right back at 'em next month. We can lick them: We will lick them. Thanks in advance." It is unnecessary to say that they did win out.

This man produces wonderful

results. In addition to his being an Irishman, he studies human nature. In few words he appeals to the pride of his workers—he creates a wonderful interest—he stimulates a desire for supremacy—and he does the business.

You may or you may not like his style, but one must, of course, always bear in mind the people to whom he is writing.

High School Pupils Need Same Course as Business College Students

I feel, therefore, that practically the same work in Business English should be given the commercial student in the senior year as is given in the private business schools. I realize that it is very difficult to induce the superintendents of schools to do more for the commercial student than to give the regular high school English work.

By way of digression, allow me to suggest that you create in your students a desire to read, observe and criticize; to bring questions to the classroom; to get up as many discussions as possible. Show them the imperative need of a large vocabulary and tell them some of the good ways to acquire it. Suggest a proper use of the dictionary, the study of current events, the reading of editorials from leading daily papers and the perusing of magazines devoted to the technical commercial subjects. The business man says, "Give me a stenographer who knows something." That is simply another way of saying, one who has a good business vocabulary and knows how to use it.

Give me a young man who has the basic training, as I want him to grow to the position of sales or departmental manager. Young men and women who decide to enter your school do so for the reason that you have gained their entire confidence.

By Students' English Employers Judge You

They believe you are able to direct them in such a way that there will be nothing left undone in a business training and that they will have taken such work as will lead them to the pinnacle of success with the proper amount of hard work and experience. If the Business English is weak, sooner or later the student will know it and will lose confidence in the school to that extent. Many young men and women outgrow the actual details of shorthand, typewriting and bookkeeping work, and the further they get away from these subjects the more necessary becomes the mastery of Business English.

Where Mistakes Occur

It is said that about 95% of the word errors in English are verb errors and about 80% of the verb errors are confined to four or five of our little, common, everyday verbs. The verb is the action-producer of our sentence—all other parts of speech center around and are subordinate thereto. Likewise Business English, while it should be treated in conjunction with, not separate from, the other commercial subjects, is properly the basic element.

Business English Paramount

If you would be of the greatest service, therefore, to your community and to the young people who have placed their business future in your hands, I say make Business English the trunk of your sturdy oak, and the rest of your curriculum will result in strong, healthy, wide-spreading branches.

What Shall We Do With Our Hands?

By Robert Canavello

Copyright, 1922, by Robert Canavello

POSITION

IN cities, the vast accumulation of modern improvements has created an overpowering hurry and din. In reacting upon our physical condition, such improvements as the telephone, the motor car, the moving picture, the TYPEWRITER, the electric light, have had the cumulative effect of making modern life more NERVOUSLY TENSE. The tension of our nerves is far greater than that which previous generations have experienced.

If you will consider your own case, you will see how necessary it is to COUNTERACT DAILY OVERSTRAIN BY EVERY SENSIBLE OBSERVANCE OF HYGIENE IN YOUR POWER.

The foregoing has been largely developed in the literature of the Life Extension Institute.

Good Position Conserves Health

Good posture and the conservation of energy are observances of hygienic character. The poise and pose of the human mechanism, in short, the POSITION assumed at the machine, as well as every movement made while typewriting, has a direct bearing upon the HEALTH and ENERGY RESERVE of the typist.

There is much disagreement upon the subject of POSITION, although it is a purely mechanical proposition.

As fundamental principles, Weight and Rotary Motion remain secrets to the expert typist, because she has *instinctively* developed the practical use of them in her technique.

The average typist does not possess the superinstinct that is required successfully to direct the fingers to type 100 words per minute. She has no rule or reason for the way in which she holds her arms, and uses but a few of the muscles that might serve her if she knew how to control them intelligently.

The average typist's lack of instinctive skill may, however, be supplied by instruction. She may be *taught* the same technique that the more liberally endowed and persistent expert develops *instinctively*.

Apply Principles of Mechanics to the Four Human Levers

The finger, the hand, the forearm, and the upper arm should be thought of as four distinct natural LEVERS, to be *mechanically* employed in typewriting; just as the levers of the typewriter itself are so employed.

By means of attached muscles you can move these natural levers in various directions. It is just as reasonable from a mechanical viewpoint to establish ONE CORRECT POSITION in which to hold our human levers while typewriting, as it was for the inventor of the typewriter to dispose its levers in ONE BEST mechanical arrangement.

Sit Low

In order that these human levers may be properly disposed with relation to the machine, your seat MUST BE LOW. A low seat will aid greatly in establishing good posture, which has an important bearing on your

general health and on ease, *for it predisposes to proper relaxation.* One is inclined to lean forward over the machine with rounded shoulders when the seat is high.

Forearms to be Held Horizontal

In WEIGHT-TOUCH-TYPING, as gravity does the work, the forearm, which is the chief source of power, should be positioned just where gravity will most effectively influence its mass, where it weighs the most because least supported bearingly or pendently at its elbow joint. HOLD YOUR FOREARMS NORMALLY HORIZONTAL.

With the arms hanging relaxedly from the shoulders and the hands in position over the keys, adjust the seat to a height where the forearms will be *exactly* horizontal.

Upper Arms Hang Toward the Machine

Do not sit too near the machine. The upper arms' normal position should be slightly oblique, slanting towards the machine from the shoulders to the elbows. Under the influence of gravity they will constantly tend to swing like pendulums backward into the vertical.

The fingers in the everyday course of things are seldom raised *naturally* above the plane represented by the hand's back. Their *usual* movements are all inwards from that plane, towards the palm, to grasp, or to oppose the thumb. Therefore, any *acquired* movement of the fingers upward from this plane is *unnatural.*

Hands Parallel Keyboard

The hand back should normally slant upward from the horizontal forearm to the knuckles and parallel the slant of the keyboard. This position of the hand affords ample room within which unconstrainedly to *raise* the fingers up from the keys' normal surface, without unnaturally forcing them against the limitations of the knucklejoints, and for the unconstrained *descent* of the fingers while following up the keys, which downward movement, as explained, is most natural.

Wrists Flat and Loose

Looking down upon the forearm and hand, the hand must normally be held, lengthwisely, so as to continue the line represented by the forearm; that is, not bent at the wrist either to the right or the left. With this as the normal position, the hand can be freely moved sidewise from the wrist either to the right or left to accommodate the fingers in making adjustments. The wrist joint must be kept loose and supple for movement of the hand from the wrist in any direction—up or down, from side to side, or in a combination of these two directions.

Fingers Arched

Looking down upon them, the angle of the hand and forearm with relation to the key rows should depend upon the position of the fingers over the guide keys.

ALL OF THE FINGERS MUST BE MAINTAINED IN STRONGLY ARCHED POSITION. The third and fourth fingers being shorter than the second, their arches are weakened if the hand is held so that they will have to reach out, *unbending*, to cover their keys.

Elbows Out

The forearms should be so held that, with the fingers all strongly arched to support the weight, and their tips in an even row, the little finger as well as the first finger will come directly over its guide key, which it may depress without any weakening of its supporting strength

by unbending its arch. If this instruction is followed, the elbows will be somewhat spread out from the body (markedly, if the shoulders are narrow) and the line represented lengthwise by the hand and forearm will be *oblique* with relation to the key rows, instead of right-angled.

Quick Finger and Wrist Adjustments

When the fingers are always equally powerfully arched directly over their keys, it is possible to make adjustments *from one row to another* by SPREADING the fingers or moving the hands SIDEWISE from the wrists; whereas, with the elbows hugging the sides, these adjustments would necessarily have to be made by forward movement or retraction of the large upper arm, which is relatively slow and clumsy compared with the dexterous fingers.

A Proper Position Gives Ease of Operation

Typewriting facility depends largely upon POSITION. The fingers work more effectively and their strength as supports is equalized when the arms are properly held with relation to the machine.

Serenity and poise are indicative of accurate work, speed, and technique. Good posture reflects good health.

[The first two articles of this series appeared in the January and February issues.]

The Teaching of Shorthand

Some Suggestions to Young Teachers

By John Robert Gregg

A collection of straight-to-the-point addresses given by the author before various teachers' associations. In addition to dealing with the presentation, application, and examination; the development of speed, classroom management, etc., a chapter is devoted to the attainments and qualifications an efficient stenographer should have at the time of graduation. 134 pages, bound in cloth. 75c net.

Methods of Teaching Typewriting

By Rupert P. SoRelle

A handbook containing illuminating discussions on all the important phases of teaching typewriting, methods of class organization, methods of creating and maintaining interest, graphs, schedules of various courses, solutions to constructive problems, and detailed outlines of the material in the different editions of Rational Typewriting. 144 pages; bound in cloth. $1.50 net.

The Gregg Publishing Company

New York Chicago Boston San Francsco London

DICTATION MATERIAL

to Shorthand Plates in
The GREGG WRITER

Put Great Men to Work for You

By Bruce Barton

Considering that it costs nothing, I am surprised that so few people have the great men of the world working for them. Personally I should[25] hardly know how to get through a week without their help.

I am in a business that has no office hours: there is no one[50] except myself to assign my work and see that it gets done. And frequently there are days when I kick against my boss and do[75] not feel like doing any work at all. For such days I have discovered a remedy. I go to my desk a little early, and[100] instead of starting at once to work, I pick up the biography of some great man and read a chapter out of the most interesting[125] portion of his life.

After half an hour or so, I am conscious of a new feeling. My spiritual shoulders are straighter; my reluctance has[150] disappeared. I say to myself: "How trivial is my task compared with the marvels he achieved!" I am on fire with his example, eager to[175] make the day count.

The discovery that great men can be drafted for help in even the humblest office is not original with me. Many[200] another has profited by it; Emerson, for example:

"I cannot even hear of personal vigor of any kind, great power of performance, without fresh resolution.[225] We are emulous of all that men do. Cecil's saying of Sir Walter Raleigh, 'I know that he can toil terribly,' is an electric touch.[250] So are Clarendon's portraits of Hampden, 'who was of an industry and vigilance not to be tired out or wearied by the most laborious, and[275] of parts not to be imposed upon by the most subtle and sharp, and of a personal courage equal to his best parts,' and of[300] Falkland, 'who was so severe an adorer of truth that he could as easily have allowed himself to steal as to dissemble.' We cannot read[325] Plutarch without a tingling of the blood; and I accept the saying of the Chinese Mercius: 'A sage is the instructor of a hundred ages.[350] When the manners of Loo are heard of, the stupid become intelligent, and the wavering, determined.' "

There is in biography an antidote for almost every[375] mood.

Are we discouraged? A half-hour with Lincoln, carrying patiently his great load, never once losing faith, makes us properly ashamed of ourselves.

Are[400] we inclined to be afraid? It stirs new depths of courage in us to read of Stonewall Jackson, whose motto was: "Never take counsel of[425] your fears."

Do we vacillate between two courses of action? There is in all literature no such warning against vacillation as the pitiful uncertainties of poor[450] Cicero.

I would commend these willing helpers to every man who finds his task sometimes heavy beyond his individual strength. There is no limit to[475] their service. The fact that I employ them does not keep them from working with equal efficiency for you. They answer at a moment's notice,[500] and may be dismissed peremptorily without the slightest hurt upon their feelings.

In their companionship is the secret of mental and spiritual growth. It is[525] fairly easy to be as great as our own contemporaries. It is hard to lift ourselves by our own boot-straps to distinguished effort and achievement.[550] But these great men any

one of us may make his own contemporaries and companions if he will; and there is no danger that we[575] will outgrow them.

They are a daily stimulation to that which is best and most effective in us—the golden peaks of achievement along which[600] even the least of us may climb a little nearer to his best ideals. (614)

Playing the Game

By B. C. Forbes

Business is as much a game as golf or baseball or football. Life itself is aptly likened to a game. To win, to earn and[25] to enjoy the fruits of victory, you must play fair.

A cup or medal or other trophy is not the real prize the victor receives; the[50] real prize, the real reward, is the satisfaction derived from superior, worthy achievement.

Wealth is not the real prize of life, it is only a[75] trophy, a symbol, and may carry with it no satisfaction; indeed it does *not* carry with it genuine, lasting satisfaction unless it has been won[100] fairly, honestly, honorably.

The more I see of rich men and the closer my insight into the workings of their minds and hearts, the more[125] strongly convinced do I become that great wealth is no passport to happiness nor proof of true success.

It is an old truth, but it[150] needs preaching every sunrise, so many do not know it, or, knowing it, do not heed it. If they could only be made to understand,[175] if they could only see things in their true colors, if they could only peer into the hearts of many millionaires, they would order their[200] lives more rationally and enjoy life more thoroughly.

To win out you must play the game every time.

"Look at So-and-So; he has[225] everything he wants, yet everybody knows that he made his money by shady practices," you may reply.

Don't fool yourself that So-and-So has[250] everything he wants. Do you imagine that he doesn't know how you and other people regard him? And do not think for a moment that[275] he enjoys being looked at askance, or that he wouldn't exchange most of his ill-gotten gains to stand high with you and other people[300]—and to stand high with himself.

There have been wholesale efforts to reap more than has been sown, to get more than has been earned,[325] to tilt the scales unduly.

Sooner or later the profiteers and labor slackers will get their just reward.

The call is for the fellows who[350] can be depended upon, under any and all circumstances, to play the game.

The things that count are the things that last.

Playing the game lasts. (376)—From *Forbes Magazine*.

Lesson IX

Mr. R. G. Harding,
Augusta, Maine.

Dear Sir:

How about the insurance on your two houses at Trenton? Mr. Smith tells me you have let[25] the insurance lapse. Our company is now writing insurance at a very low rate for a three-year term. We believe you cannot duplicate our[50] rate in any other company. Should you desire, our agent will call on you any day next week you may name and give you full[75] particulars. As you know, we cannot renew the mortgage for you if the insurance is not kept up. Surely you will see the value of[100] looking after this immediately. We will consider it a very great favor if you will write us by return mail.

Yours very truly, (123)

Lesson X

WORDS

Blight, anniversary, atmosphere, calendar, canine, clever, canvas, delicate, dominant, exactitude, adjudge,

calculator, turner, outreach, outskirts, allowances, theretofore, aftergrowth, filibuster, fullest, geometry, Godlike, goodbye, nevermore, oftentimes. (25)

SENTENCES

Dear Sir:

It is about time for the yearly report of the City Directory. As you are familiar with the location and experienced with the[25] names of the Ninth Ward, we give you the opportunity of canvassing this territory. The customary two weeks will be allowed; however, it may take[50] longer, because indications point to an increase above the three hundred thousand of last December.

Kindly call to-morrow afternoon for your outfit.

Yours truly, (74)

Lesson XI

WORDS

As soon as you are able, to place, to remain, there had been, she had not, I do not place, I don't wish, we must[25] not, particulars of the matter, from pole to pole, load after load, one by one, in reference to the case, some of these, My dear[50] Mrs., this is the, could be, could not be, could have been able, we want, they want, there is not, the last time. (73)

SENTENCES

Gentlemen:

If you want correct and up-to-date information in regard to the form of government now existing in China, I am glad to[25] say our firm will be able to favor you.

I believe our book is one of the best works on China on the market, for[50] as many as nine million copies had been given out by the end of the year 1920, and the demand is still very[75] great.

I do not think you will regret this order.

Respectfully, (86)

Lesson XII

WORDS

Advent, admixture, amidst, elimination, drayage, battle, benediction, carbonic, classic, acquiesce, chunk, brunt, dropper, dropsy, pollution, drum, ebony, relax, refraction, replevin, disjoin, descent, habitual, propound. (24)

SENTENCES

My dear Sir:

The Royal Opera Company of Dublin will give a benefit concert next week and will present the best-known score of that[25] famous musician, Leopold Arnold.

I admit the fact that one must come early to secure a choice of seats, and knowing your profound admiration for[50] this music and wishing you to avoid the rush, I am sending you three tickets for this event.

Sincerely, (69)

Business Letters

LETTERS TO LARGE USERS

(From Gardner's Constructive Dictation, pages 239 and 240 Letters 5 and 6.)

Mr. F. A. Tobett, Office Manager,
American Glass Company,
Pittsburgh, Pennsylvania.

Dear Sir:

Does your filing system ever go on a strike?

Does it ever[25] refuse to give up instantly the information that you know it holds?

Unless your filing devices minimize the moves necessary in transacting and recording business[50] they make you a victim and not a master of details.

Your valuable papers and records must not only be safe, but must be instantly[75] available in order to facilitate and accelerate the dispatch of business.

Our cabinets are built for usefulness, and you can select and arrange a cabinet[100] to suit your exact require-

ments and not have to adjust your requirements to suit the cabinet.

The inclosed card filled out and mailed to us[125] will bring information helpful to you.

Yours very truly, (134)

Mr. W. Nelson White,
Wells Building,
Milwaukee, Wisconsin.

Dear Sir:

As an executive it goes without saying that if two men came into your office,[25] and one could show you how to reduce part of your expenses——and the other was big enough man to show you how to double[50] your business, you would unquestionably interview both.

Within the next ten days one of our representatives will be in your city.

He can positively show[75] you how to save 40% on your printing.

I will not say he can positively show you how to increase your business, or even[100] reduce your selling expense, but he can show you some mighty good business producing ideas worked out by other Wisconsin business houses.

You can return[125] the inclosed card without obligation.

Yours very truly, (133)

American Leaders

Washington

(Continued from the February issue)

—Washington risked their lives as well? In our times[1200] we have come to think that a rich man should not be frugal or economical, but rather wasteful or extravagant. We have even been asked[1225] to believe that a cheap coat makes a cheap man. If there were a fixed relation between a man's character and the price of his[1250] clothes, what improvement we should have seen in the national character since 1893! At Harvard University, twelve hundred students take three meals[1275] a day in the great dining-room of Memorial Hall, and manage the business themselves through an elected President and Board of Directors. These officers[1300] proscribe stews, apparently because it is a form in which cheap meat may be offered them, neglecting the more important fact that the stew is[1325] the most nutritious and digestible form in which meats can be eaten. Mr. Edward Atkinson, the economist, invented an oven in which various kinds of[1350] food may be cheaply and well prepared with a minimum of attention to the process. The workingmen, among whom he attempted to introduce it, took[1375] no interest in it whatever, because it was recommended to them as a cheap way of preparing inexpensive though excellent foods. This modern temper affords[1400] a most striking contrast to the practices and sentiments of Washington, sentiments and practices which underlay his whole public life as well as his private[1425] life.

If he were alive to-day, would he not be bewildered by much of our talk about the rights of men and animals? Washington's mind[1450] dwelt very little on rights and very much on duties. For him, patriotism was a duty; good citizenship was a duty; and for the masses of[1475] mankind it was a duty to clear away the forest, till the ground, and plant fruit trees, just as he prescribed to the hoped-for[1500] tenants on his Ohio and Kanawha lands. For men and women in general he thought it a duty to increase and multiply, and to make[1525] the wilderness glad with rustling crops, lowing herds, and children's voices. When he retired from the Presidency, he expressed the hope that he might "make[1550] and sell a little flour annually." For the first soldier and first statesman of his country, surely this was a modest anticipation of continued usefulness.[1575] We think more about our rights than our duties. He thought more about his duties than his rights. Posterity has given him first place because[1600] of the way in which he conceived and performed his duties; it will judge the leaders of

A NEW BOOK OF IDEAS

NEWS AND DICTATION MATERIAL

Bound Volume I of the

AMERICAN SHORTHAND TEACHER

is ready for distribution.

All the valuable teaching articles and material printed during the year in the *American Shorthand Teacher;* the school and convention notes of the year; as well as hundreds of pages of dictation matter collated and counted—can now be secured in one book.

A handbook of teaching service
Bound in Cloth, 406 pages

Price $1.50

THE AMERICAN SHORTHAND TEACHER, CHICAGO, ILLINOIS
631 SOUTH WABASH AVENUE

Send me .....copies of Volume 1 of THE AMERICAN SHORTHAND TEACHER

for the remittance of $..... inclosed.

Name.....

Street or Box Number.....

City and State.....

On orders received before March 30, the teacher's name will be imprinted without charge. After that date add 25c for imprint.

the present generation by the same standard, whatever[1625] their theories about human rights.

Having said thus much about contrasts, let me now turn to some interesting resemblances between Washington's times and our own.[1650] We may notice in the first place the permanency of the fighting quality in the English-American stock. Washington was all his life a fighter.[1675] The entire American people is to-day a fighting people, prone to resort to force and prompt to take arms, the different sections of the[1700] population differing chiefly in regard to the nature and amount of the provocation which will move them to violence and combat. To this day nothing[1725] moves the admiration of the people so quickly as composure, ingenuity, and success in fighting; so that even in political contests all the terms and[1750] similes are drawn from war, and among American sports the most popular have in them a large element of combat. Washington was roused and stimulated[1775] by the dangers of the battlefield, and utterly despised cowards, or even men who ran away in battle from a momentary terror which they did[1800] not habitually manifest. His early experience taught him, however, that the Indian way of fighting in woods or on broken ground was the most effective[1825] way; and he did not hesitate to adopt and advocate that despised mode of fighting, which has now, one hundred and fifty years later, become[1850] the only possible mode. The Indian in battle took instantly to cover, if he could find it. In our Civil War both sides learned to[1875] throw up breastworks wherever they expected an engagement to take place; and the English in South Africa have demonstrated that the only possible way to[1900] fight with the present long range quick-firing guns, is the way in which the "treacherous devils," as Washington called the Indians, fought General Braddock,[1925] that is, with stratagem, surprise, and ambuscade; with hiding and crawling behind screens and obstacles; with the least possible appearance in open view, with nothing[1950] that can glitter on either arms or clothes, and with no visible distinction between officers and men. War is now a genuinely Indian performance,[1975] just as Washington saw one hundred and fifty years ago that it ought to be.

The silent Washington's antipathy to the press finds an exact[2000] parallel in our own day. He called the writers of the press "infamous scribblers." President Cleveland called them "ghouls." But it must be confessed that[2025] the newspapers of Washington's time surpassed those of the present day in violence of language, and in lack of prophetic insight and just appreciation of[2050] men and events. When Washington retired from the Presidency the *Aurora* said, "If ever a Nation was debauched by a man, the American Nation has[2075] been debauched by Washington."

Some of the weaknesses or errors—(2085)

(To be continued in the April issue)

A Mining Case—V

(Continued from the December issue)

Q This property in question?

A Yes, sir.

Q Mr. Mullen took possession of it and operated it? A Yes, sir.

Q Of course[1475] this royalty wasn't paid after that, was it?

A We had no further connection with it.

Q Mullen didn't pay any royalty after that, so[1500] far as you know, did he?

A So far as I know he didn't. I didn't have anything to do with it.

CROSS EXAMINATION

by[1525] Mr. Currey

Q How many of these reports have you?

A That is all that I have here.

Q What are those documents you have[1550] in your hand?

A Copies of letters.

Q Relating to this matter?

A No, sir. They are some loose papers in the book I took[1575] out to keep from losing them. They belong in this book.

Q Are these reports uniform throughout and do all of them show the three[1600] per cent royalty?

A Yes, sir.

Q What item in Exhibit 14 includes this 3 per cent royalty?

A It is marked "less royalty deducted,[1625] $540."

Q The land owner's royalty is also included in that?

A Yes, sir.

Q You made that character of report all[1650] the time and sent out these copies, didn't you?

A Yes, sir.

Q Who signed the name "Brady Lead Company, W. S. Pate, H. B."[1675] to the paper I show you now, which has been marked Exhibit 9 (handing document to witness)?

A I think I did that.

Q That[1700] is your signature?

A Yes, sir.

Q You made out that report? Then who did you give that to?

A I don't remember anything about[1725] it.

Q Did you give it to anybody?

A I don't remember seeing it before.

Q You do not know whether that is your signature[1750] or not?

A That looks like my signature.

Q That is the signature you looked at, wasn't it?

A Let us see it.

Q That[1775] is the signature I showed you and you knew it, didn't you?

A Yes, sir.

Q Do you remember to whom you gave that report?[1800]

A I don't remember anything about it.

Q Mr. Brady, when did you first learn that there had been a written contract with the Brady[1825] Lead Company that had been lost?

A Soon after. I was asked that question when—(1840)

(To be continued next month)

Short Stories in Shorthand

HE'S ORDERED A SHADE

Father (reading a letter from his son at college to Mother): Ira says he's got a beautiful lamp from boxing.

Mother: I just knew he'd[25] win something in his athletics! (30)

THE TOUCH SYSTEM

"Have you change for a dollar bill?"

"Yep."

"Fine! Will you lend me a quarter?" (15)

IT SOUNDED BAD

"Why you call my boy a poor nut?" queried an indignant mother who confronted the dietitian of a New Jersey charity association, the other morning[25] at her office door.

And the latter has not yet found a way of convincing Mrs. Caruso that "poor nut" on the face of Angelo's[50] card stands for "poor nutrition." (55)

IMPROVING

Doc: You cough easier this morning.

Patient: I ought to, I've been practicing all night. (15)

STRANGE VERNACULATOR

Stage Manager: Hurry! Run up the curtain!

Stage Hand: Say, what do you think I am, a squirrel? (18)

THE EASIER JOB

"What are you going to be when you grow up, Jennie?"

"I'm going to be an old maid."

"An old maid, dear. Why?"

"Because I[25] don't think I'd like to kiss a man a hundred times and tell him he's handsome every time I do shopping. I'd rather earn money[50] and buy things for myself." (55)